



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

13033 S Estrella Parkway, Goodyear, AZ 85338

Buckeye Union High School District

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06 Highly Performing
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status ^(b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Eric Godfrey
Schedule : 07:00 AM to 04:00 PM
Grades : 9-12
Web Address : www.buhsd.org
Phone Number : (623) 327-2403
Fax Number : (623) 327-2420
E-mail : ericg@BUHSD.org

Mission

The mission of Estrella Foothills H.S. is to provide a rigorous yet diverse academic program that will enable students to acquire the social, emotional, physical, intellectual, and technological abilities to meet the challenges of the 21st Century.

School / Academic Goals

- ü Through implementing reading and writing across the curriculum, as well as test taking strategies, freshmen students will achieve an above average percentile rank in Reading on the TerraNova Test.
- ü Work in conjunction with the College Board to plan and prepare for the 2006-07 SY implementation of Advanced Placement courses in all core subject areas.
- ü Through the implementation of Professional Learning Community strategies and completion of the application process, we will attain the status of an A+ school by the end of school year 2006-07.

Enrollment

October 1, 2005 School Year Student Enrollment : 832
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 26

Instructional Programs

- ü Honors Program
- ü Career and Technical Program
- ü Dual Enrollment
- ü Special Education Program
- ü Fine and Performing Arts Program
- ü Advanced Placement
- ü College and Career Prep

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/10/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

It is the responsibility of all EFHS employees to provide all students with a well-rounded educational experience academically, socially, emotional, and physically in a safe and productive environment.

Parents

EFHS parents share the responsibility in acting in a partnership with the school in educating their children. This includes support for student attendance, homework, extracurricular activities, and fostering positive attitudes toward education.

Transportation Policy

Transportation of students is a privilege extended to students in the EFHS attendance boundary and is not a statutory requirement except for necessary transportation of students with disabilities as indicated in their respective IEPs.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Two Individual Track State Champions	2005
ü First graduation in school's history	2005
ü 10 AIMS Tuition Waiver Scholarships	2006
ü Congressional Outstanding Art Scholar	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	220	547	71130	98	98	95	712	706	701	14	16	23	9	10	13	58	58	51	19	15	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	114	262	35465	98	98	96	708	705	702	16	16	21	9	11	13	61	61	53	14	13	13
Male	106	285	35648	98	99	94	716	707	701	12	17	24	9	9	12	55	56	50	24	18	14
African American	NC	23	3868	NC	96	95	NC	697	686	NC	13	33	NC	13	17	NC	70	45	NC	4	6
Hispanic	55	201	25103	98	100	95	696	696	685	25	22	34	11	12	16	56	57	45	7	9	5
Asian/Pacific Islander	NC	10	1805	NC	100	98	NC	NA	731	NC	NA	9	NC	NA	7	NC	NA	50	NC	NA	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	148	307	36075	98	97	95	717	713	715	10	13	12	9	8	9	58	59	58	22	20	21
Students with Disabilities	15	41	5862	88	85	71	655	655	658	73	63	63	13	22	15	13	15	20	NA	NA	2
Students without Disabilities	205	506	65268	99	99	98	716	710	705	10	12	19	9	9	12	61	62	54	20	17	15
Limited English Proficient Students	NC	15	4859	NC	100	93	NC	673	662	NC	53	64	NC	7	15	NC	40	20	NC	NA	1
Migrant Students	--	NC	786	--	NC	95	--	NC	681	--	NC	38	--	NC	18	--	NC	41	--	NC	4
Economically Disadvantaged	41	150	22957	98	97	93	698	696	685	24	20	34	12	14	17	54	57	44	10	9	5
Non-Economically Disadvantaged	179	397	48173	98	99	96	715	710	709	12	15	17	8	9	11	59	59	55	21	18	18

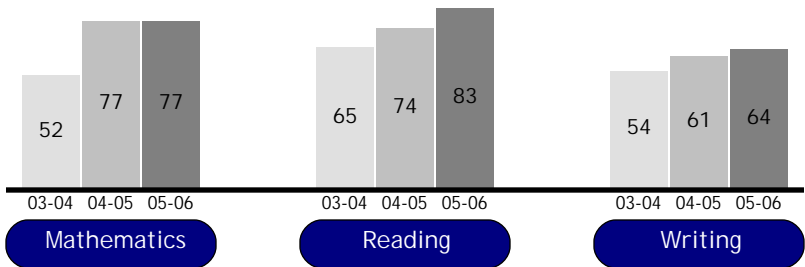
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	220	551	73018	97	98	97	712	704	703	2	3	6	15	21	23	75	69	64	8	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	114	262	36181	97	97	97	714	706	708	1	2	4	13	20	21	78	73	65	8	5	9
Male	106	289	36816	98	98	96	710	702	699	4	5	7	16	22	24	72	66	62	8	7	7
African American	NC	22	3976	NC	100	96	NC	704	689	NC	NA	8	NC	18	29	NC	82	59	NC	NA	3
Hispanic	57	204	25801	100	100	96	693	688	683	5	4	10	28	33	34	65	60	53	2	2	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	146	309	37024	96	96	97	718	714	721	1	3	2	10	15	12	78	74	73	10	8	13
Students with Disabilities	16	43	7170	89	84	85	655	652	654	13	21	23	63	58	47	25	21	29	NA	NA	1
Students without Disabilities	204	508	65848	98	99	98	717	708	708	1	2	4	11	18	20	79	73	67	9	6	9
Limited English Proficient Students	NC	15	5099	NC	100	95	NC	651	641	NC	NA	29	NC	93	59	NC	7	12	NC	NA	0
Migrant Students	--	NC	817	--	NC	96	--	NC	667	--	NC	15	--	NC	44	--	NC	39	--	NC	1
Economically Disadvantaged	41	151	23912	98	96	94	692	690	681	5	5	10	29	32	36	61	58	52	5	4	2
Non-Economically Disadvantaged	179	400	49106	97	98	98	717	710	714	2	3	4	11	17	16	78	74	69	9	7	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	224	552	72810	99	98	96	685	684	685	8	6	6	29	29	30	58	61	58	6	4	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	115	263	36111	97	97	97	702	695	695	2	2	4	21	22	23	68	70	65	10	6	8
Male	109	289	36678	100	98	95	668	674	674	14	9	9	37	35	36	47	54	52	3	2	3
African American	NC	24	3962	NC	100	96	NC	680	675	NC	8	8	NC	17	33	NC	75	55	NC	NA	3
Hispanic	57	201	25735	100	99	96	672	677	669	12	6	10	37	37	41	44	54	48	7	2	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	150	312	36915	99	97	97	690	689	697	6	5	3	26	25	21	62	65	67	6	5	8
Students with Disabilities	18	45	7071	100	88	84	617	623	634	39	36	24	50	40	53	11	22	21	NA	2	1
Students without Disabilities	206	507	65739	99	99	98	691	689	689	5	3	4	27	28	27	62	65	62	7	4	6
Limited English Proficient Students	NC	15	5046	NC	100	94	NC	636	621	NC	13	31	NC	87	56	NC	NA	12	NC	NA	0
Migrant Students	--	NC	812	--	NC	96	--	NC	654	--	NC	15	--	NC	51	--	NC	34	--	NC	0
Economically Disadvantaged	42	152	23814	100	97	94	666	672	667	12	7	10	43	40	41	43	53	47	2	1	2
Non-Economically Disadvantaged	182	400	48996	99	98	97	690	689	693	7	6	4	25	25	24	61	65	64	7	5	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	95	47	NA	42	98	55	50	51	97	59	50	52
	Language	94	45	35	42	97	53	48	50	97	56	48	50
	Mathematics	95	68	62	63	98	52	47	50	97	56	46	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Estrella Foothills High School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Council Acts as an Advisory Committee
- Ü Representation to Strengthen School
- Ü Communication with the Community
- Ü Program Evaluation
- Ü Student Support
- Ü Help Implement Goals & Plan of School

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	44.30
Other Professional Staff	4.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	4	0	0
4 to 6 years	3	5	0	0
7 to 9 years	2	5	0	0
10 or more years	6	5	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	172
Teachers with Emergency Certification.	18
Percent of teachers in the school with Emergency/Provisional Certification	35%
Percent of core classes not taught by Highly Qualified Teachers	6%

Resources Available at School Site

Special Facilities

- Ü 9 Computer Labs
- Ü Media Center
- Ü Student Operated Cafe
- Ü State of the art Athletic Facilities

Extracurricular Activities

- Ü 14 Varsity Sports Programs
- Ü Student Council
- Ü Freshman & JV Sports Programs
- Ü National Honor Society
- Ü 20+ Co-extra Curricular Clubs

Social Services

- Ü Recreation Facilities
- Ü Public & Private Partnerships
- Ü Counseling Services
- Ü School Resource Officer

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Student attendance rate of 98% for the year with single digit failure rates.
- ü Standardized tests scores, in all areas were above national, state, and county averages.
- ü The Class of 2005, the school's first graduating class, numbered 143 and garnered over \$350,000 in scholarship money.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	98	95	94	95
Promotion Rate ⁵	87	89	88	73
Graduation Rate ⁶	94	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

EFHS is a closed campus; provides a School Resource Officer; extra security; progressive Discipline Policy inclusive of Saturday School; physical layout of classrooms and building conducive to a safe and responsible learning environment.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

17

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Eric Godfrey	(623) 327-2404
Transportation Policy	Don McLaughlin	(623) 386-9757
Community Resources	Derek Fahleson	(623) 372-2418
School Nutrition Programs	Jeff Simmons	(623) 386-9703
Parent Organization	Eric Godfrey	(623) 327-2404
Student Health/Nurse	Marge Nelson	(623) 327-2413

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.